

**KONSTRUK AMALAN PENGURUSAN RISIKO SUKAN KE ARAH
PENGHASILAN KERANGKA KONSEP APRS JURULATIH SUKAN
INSTITUT PENDIDIKAN GURU MALAYSIA**

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**Tesis ini dikemukakan sebagai memenuhi
sebahagian daripada syarat penganugerahan**

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DEDIKASI

Istimewa suami tercinta,

Chek Peei bin Isahak

Sokongan, dorongan dan doamu sentiasa mengiringi kejayaanku, akan ku kenang sepanjang hayat

Buat Kedua Ibubapa,

Hj. Mustaffa bin Hj, Md. Nor dan Hjh. Zainab bte Rahmat

Kejayaanku ini adalah berkat doa restu ayahanda dan bonda berdua

Untuk Anak – anakku,

Fatini binti Chek Peei

Iffah binti Chek Peei

Bahiah binti Chek Peei

Nur Akmal binti Chek Peei

Doa serta pengorbanan anakanda semua mengiringi kejayaan ibu.

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ABSTRAK

Pengurusan risiko sukan bertujuan untuk mengawal, mengelak dan meminimumkan risiko kemalangan dan kecederaan sukan melalui satu kerangka pengurusan risiko yang standard. Namun, institusi pendidikan di Malaysia tiada kerangka amalan pengurusan risiko sukan (APRS) yang standard untuk diguna pakai oleh guru, pensyarah dan pentadbir sukan bagi mewujudkan sifar risiko dalam sukan, selain untuk meningkatkan pelibatan masyarakat dalam sukan. Kajian ini bertujuan untuk mengenal pasti dan membentuk konstruk APRS jurulatih IPG bagi menghasilkan kerangka APRS. Seterusnya, kajian ini juga mengesan sumbangan faktor kompetensi dalam mempengaruhi APRS yang dilaksanakan oleh jurulatih sukan. Di samping itu, kajian ini juga berusaha untuk menguji dan mengesahkan secara empirikal model APRS. Kajian ini melibatkan sampel seramai 39 jurulatih dan 120 atlet dari Institut Pendidikan Guru seluruh Malaysia. Kesemua konstruk dan item APRS mempunyai indeks kebolehpercayaan Cohen Kappa antara 0.75 hingga 0.87, nilai kebolehpercayaan alpha cronbach dan kebolehpercayaan individu ialah 0.99, dan nilai kebolehpercayaan item ialah 0.75. Analisis utama kajian ini menggunakan pendekatan kuantitatif yang disokong secara kualitatif melalui analisis dokumen serta temu bual pakar. Data kajian telah dianalisis bagi menentukan konstruk APRS, konstruk APRS yang dominan berdasarkan atlet dan jurulatih; *Differential Item Functioning* (DIF) antara jurulatih dengan atlet, dan antara IPG; Sumbangan kompetensi terhadap APRS; APRS dibina memenuhi kriteria analisis komponen utama dan bersifat unidimensi. Hasil analisis mendapati konstruk APRS yang dominan ialah pengenaltastian, penilaian, pemilihan operasi dan pelaksanaan. Analisis DIF menunjukkan tidak terdapat perbezaan yang signifikan antara jurulatih dengan atlet, berdasarkan IPG. Analisis juga menunjukkan faktor kompetensi yang menyumbang terhadap APRS ialah pengetahuan dan kemahiran. Ini membuktikan bahawa pengetahuan dan kemahiran ialah faktor jurulatih kompeten terhadap APRS. Konstruk APRS yang dibina bersifat unidimensi dan disahkan memenuhi kriteria analisis komponen utama.

ABSTRACT

Sports risk management seeks to control, prevent and minimize the risk of accidents and sports injuries through a standard risk management framework. But educational institutions in Malaysia no framework risk management practices sports (APRS) standard to be adopted by teachers, lecturers and administrators to create a zero-risk sports in sport and increase participation in community sport. This study aims to exp identify and establish constructs APRS IPG coach and produce a framework APRS, so this study also detected the contribution of competency factors influencing APRS implemented by sports coaches. In addition, this study also sought to test and validate the model empirically APRS. The study involved a sample of 39 coaches and 120 athletes from all over Malaysia Institute of Teacher Education. All constructs and items APRS Cohen Kappa reliability index between 0.75 to 0.87, the Cronbach's alpha reliability and trustworthiness of individuals is 0.99, and the reliability of the items was 0.75 showing a good level. The main analysis of this study uses a quantitative approach and qualitative supported by document analysis and expert interviews. The research data were analyzed to determine the actual construct of APRS, APRS dominant constructs by athletes and coaches; Differential Item Functioning (DIF) between athletes and coaches and also between IPGs; Contribution of APRS competency; APRS is built to meet the criteria and are principal components one-dimensional analysis. Results show that the dominant constructs APRS is the identification, evaluation, the selection of operations and implementation. DIF analysis showed no difference and the factors that contribute to the APRS competence are knowledge and skills. APRS constructs are built and certified to meet the one-dimensional criteria and principal components analysis.



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SENARAI SINGKATAN

ANOVA	<i>Analysis of Variance</i>
APRS	Amalan Pengurusan Risiko Sukan
DIF	<i>Differential Item Functioning</i>
EPRD	Bahagian Perancangan dan Penyelidikan Pendidikan
IPG	Institut Pendidikan Guru
IPGM	Institut Pendidikan Guru Malaysia
IRT	<i>Item Respons Theory</i>
JKKP	Jabatan Keselamatan dan Kesihatan Pekerja
KPM	Kementerian Pelajaran Malaysia
MNSQ	<i>Mean Square</i>
PCA	<i>Principle Component Analysis</i>
PRS	Pengurusan Risiko Sukan
PTMEA CORR	<i>Point Measure Correlation</i>
SIPMA	Sukan Institut Pengajian Tinggi Malaysia
SPI	Surat Pekeliling Ikhtisas

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BAB 1

PENGENALAN

1.1 Pendahuluan

Negara-negara maju telah menggunakan pakai kerangka pengurusan risiko yang standard. Antaranya, Australia sejak 1999 telah mewujudkan kerangka pengurusan risiko yang standard, iaitu *Guidelines for the Safe Conduct of Sport and Physical Activity in Schools* (Sobski, 1999). United Kingdom juga mempunyai standard khusus pengurusan risiko, antaranya *Safety in Sport: Guidance for UK National Governing Bodies* yang diguna pakai sejak 1999 (Fuller, 1999), *The Management of Safety in Physical Education and Outdoor Activities* yang diguna pakai mulai April 2005, dan *Risk Management Guide for Community Sport Organization* yang diguna pakai mulai 2010 (Laroche & Corbett, 2010). Ini menunjukkan organisasi yang menawarkan atau melaksanakan program atau aktiviti sukan menggunakan kerangka pengurusan risiko sukan. Mereka mendapati kerangka berkenaan sangat penting dan perlu dalam bentuk yang standard.

Di Malaysia, Jabatan Keselamatan dan Kesihatan Pekerjaan (JKKP) ditubuhkan pada tahun 1878. Institut Keselamatan dan Kesihatan Pekerjaan Kebangsaan atau dikenali sebagai *National Institut of Occupational Safety and Health* (NIOSH) ditubuhkan pada 1 Disember 1992 bawah Akta Syarikat 1965. Kewujudan Akta Keselamatan dan Kesihatan Pekerjaan (DOSH) 1994 pula bermatlamat untuk menghasilkan budaya kerja yang selamat dan sihat dalam kalangan semua pekerja dan majikan. Badan ini berperanan bagi mencegah risiko kemalangan yang berlaku dalam industri (DOSH, 2012; JKKP, 2009). Kemalangan dan penyakit yang terjadi di tempat kerja merupakan tragedi kecuaihan manusia yang amat membimbangkan dalam industri masa kini.

Kementerian Pendidikan Malaysia (KPM) telah mengambil langkah proaktif bagi mencegah kemalangan di sekolah sejak 1967 dengan mewujudkan Rancangan

Kesihatan, Program Bersepadu Sekolah Sihat (1996) dan Polisi Sekolah Selamat (KPM, 2012; 2002). Antara matlamat polisi ini diwujudkan adalah untuk meningkatkan kefahaman dan penghayatan bahawa pengurusan risiko dan keselamatan hendaklah dijadikan agenda utama dalam semua aspek pendidikan di sekolah. Jaminan terhadap keselamatan risiko merupakan suatu keperluan manusia berdasarkan Teori Motivasi Maslow, iaitu setelah tahap keperluan asas seseorang itu dipenuhi, seseorang itu berkeperluan terhadap aspek keselamatan (Abdul Razak, Ismail, Panting, 2009). Tuntutan terhadap keperluan keselamatan risiko ini menyebabkan organisasi melakukan pelbagai perkara untuk menjamin tahap dan standard keselamatan risiko.

Pengurusan risiko dalam sukan merupakan isu yang semakin dititikberatkan oleh organisasi sukan terutama program sukan sekolah. Pengurusan risiko sukan mula mendapat perhatian pada awal tahun 1970-an (Aman, 2006) dan menjadi semakin serius pada awal alaf baharu ini. Sekendiz (2011) dan Laroche & Corbelt (2010) berpendapat bahawa sukan kini telah bertukar daripada aktiviti senggang kepada aktiviti profesional termasuk sebagai industri, atlet dan jurulatih profesional. Sesiapa sahaja yang berada dalam profesion sukan termasuk atlet, pengurus pasukan, jurulatih sukan, pegawai sukan, penganjur temasya sukan mahupun pengeluar barangan sukan terdedah kepada risiko berkaitan isu keselamatan.

Menurut Keehan (2009), kebanyakan tuntutan mahkamah berkaitan risiko sukan yang dibuat ke atas pendidik atau jurulatih Amerika adalah berkaitan sukan olahraga. Statistik menunjukkan 38% ialah risiko kecederaan yang dialami semasa sukan kompetitif dan 62% ialah risiko kecederaan yang berkaitan amalan jurulatih dan semasa latihan. *National Collegiate Athletic Association* (NCAA) telah menggariskan penyenggaraan peralatan dan kemudahan antara elemen penting pengurusan risiko bagi mengekalkan keadaan peralatan sukan olahraga yang selamat daripada haus atau rosak. Selain itu, Lhotsky (2006) dan Richards (2005) berpendapat bahawa situasi kekangan kewangan di institusi mendorong pentadbir agar tidak mengamalkan pengurusan risiko, seperti pentadbir mungkin menangguhkan penyenggaraan peralatan sukan atau pembelian alatan bagi menggantikan alatan yang telah rosak. Ini menunjukkan bahawa untuk tempoh risiko jangka panjang, langkah penjimatan jangka pendek ini tidak bernilai kerana alatan yang telah lama (berusia) memerlukan pemeriksaan lebih kerap terutama jika

penggunaan yang tinggi, dan institusi perlu menyimpan rekod (dokumentasi) pemeriksaan alatan (Thomas, 2012; Ehsani & Veisi, 2012).

Pengurusan risiko sukan bertujuan untuk mengelakkan dan meminimumkan kemalangan dalam sukan (Rejda, 2011; Hsiu-Chin & Chao-chein, 2010; Ang, 2007). Kejadian rusuhan dalam kalangan penonton, pertelingkahan antara pemain, stadium roboh dan atlet cedera adalah antara kemalangan dalam sukan yang berlaku di luar dugaan. Kemalangan ini membawa ancaman dan kebimbangan terhadap manusia, kerosakan harta benda atau menyebabkan proses pertandingan tergendala. Menurut Hsiu-Chin & Chao-Chein (2010), faktor penyebab kemalangan adalah akibat kecuaiannya manusia semasa pengurusan dan pengelolaan program sukan, penggunaan dan penyenggaraan kemudahan dan peralatan sukan yang tidak selamat. Faktor lain ialah kurang pengetahuan (Harun, 2012; Kassim, 2012; Thomas, 2012) dalam kalangan peserta tentang risiko sesuatu aktiviti. Sebelum mengambil bahagian, pihak penganjur kurang bersedia dengan pelan tindakan kecemasan, laporan kemalangan tidak dibuat dengan betul, kemudahan yang disewa tidak diinsuranskan dan peraturan yang tidak lengkap (Thomas, 2012; Sulaiman, 2010; Slade, 2010). Semua faktor ini merupakan kecuaiannya dalam sukan, iaitu antara punca berlakunya kemalangan apabila tiada amalan pengurusan risiko.

Berdasarkan *Special Olympics Coaching Guide* (SOCG, 2003), pengurusan risiko ialah kaedah untuk mengenal pasti risiko, membangun serta melaksanakan program-program untuk melindungi organisasi dan mengelakkan kerugian. Jurulatih mempunyai tanggungjawab utama untuk mengurangkan risiko penyertaan atlet yang terlibat dalam sukan yang dibimbing. Kompetensi pengurusan risiko jurulatih melibatkan pengetahuan dan kemahiran (ACICR, 2008; Liu, 2008; Zimmerman, 2007; Lachapelle 2004; SOCG, 2003) merangkumi aspek pengenalanpastian, penilaian, pemilihan operasi dan pelaksanaan seperti persediaan, peralatan dan persekitaran, pengajaran dan pertandingan, kumpulan atlet, penilaian, penyeliaan, risiko dan kerangka tindakan kecemasan perlu mantap dan sempurna. Jurulatih perlu menggunakan kerangka tindakan kecemasan termasuk prosedur untuk kecemasan, perubatan sokongan, penangguhan, pembatalan, komunikasi dan kejadian serta laporan kemalangan. Selain itu, jurulatih perlu menyediakan bantuan perubatan sokongan pada setiap masa. Lebih besar risiko dalam aktiviti, semakin tinggi keperluan terhadap tahap sokongan perubatan.

Dalam institusi pendidikan di Malaysia, tiada kerangka amalan pengurusan risiko sukan (APRS) yang standard untuk diguna pakai oleh guru, jurulatih dan pentadbir sukan bagi mewujudkan sifar risiko dalam sukan, selain untuk meningkatkan penglibatan masyarakat dalam sukan. KPM sepatutnya sudah ada dan bersedia dengan pelan amalan pengurusan risiko bagi memastikan keselamatan semua perkakas dan peralatan serta keperluan aktiviti sukan (Utusan Malaysia, 2011). Institusi pendidikan di Malaysia hanya berpandukan pekeliling-pekeliling ikhtisas yang dikeluarkan mengikut keperluan semasa (KPM, 2012; Sang, 2008; Abdul Rahim, 2004). Oleh sebab itu, jurulatih sukan hanya membina kerangka pengurusan risiko mengikut kreativiti mereka berdasarkan pengalaman, pengetahuan, kemahiran dan pekeliling ikhtisas yang menekankan peraturan keselamatan di padang, di gelanggang dan di kolam renang (Sang, 2011; Abdul Razak, Ismail & Panting, 2009; SPI, 2000, 1988). Selain itu, beberapa aspek keselamatan seperti keselamatan am, keselamatan diri dan rakan-rakan serta keselamatan alatan dan kawasan (Harun, 2012; Sulaiman, 2010; Nord & Moore, 2008) ialah isu-isu yang penting dan perlu diberikan perhatian untuk memastikan persekitaran kerja dan suasana aktiviti sukan yang teratur dan selamat untuk mengelak daripada kejadian kemalangan yang mengakibatkan kecederaan (Daroji & Chia, 2012; Che Lah, 2007; Teng, 2005). Oleh sebab tiada kerangka amalan pengurusan risiko yang standard, penyelidik akan menjalankan penyelidikan dan berusaha untuk menghasilkan kerangka APRS.

1.2 Latar belakang masalah

Dalam pemasaran pendidikan sukan, pelajar ialah pelanggan dan aktiviti sukan ialah produk (Chen, 2012). Dalam sukan, contoh isu yang dihadapi oleh pelajar ialah prestasi sukan yang merosot, antaranya berpunca daripada tiada amalan pengurusan risiko, sistem pendidikan, jurulatih yang tidak kompeten, ibu bapa tidak menggalakkan, kemudahan peralatan dan infrastruktur (Farzalipour, S. *et.al*, 2012; Omar, 2012; Goodarzi, 2012; Boon & Sabtu, 2011; Singh & Surujlal, 2010; Zuber, 2003). Pengurusan risiko aspek pengenaltastian, penilaian, pemilihan operasi dan pelaksanaan kurang ditekankan dalam sukan oleh jurulatih menyebabkan banyak kemalangan wujud. Ini mendatangkan kebimbangan kepada pelajar untuk menyertai

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